DOCUMENT RESUME

ED 068 620 UD 013 010

TITLE	College Bound Program, New York, N.Y. Model Programs, Compensatory Education Series.
INSTITUTION	American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
SPONS AGENCY	National Center for Educational Communication (DHEW/OE), Washington, D.C.
REPORT NO	OE-72-85
PUB DATE	72
NOTE	15p.
AVAILABLE FROM	Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 ($0.15)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Academic Achievement; *College Bound Students; College High School Cooperation; *College Preparation; Compensatory Education Programs; Counseling Services; *High School Students; *Junior High School Students; Motivation; Program Evaluation; Self Concept; Student Adjustment; Student Attitudes; Summer Programs
IDENTIFIERS	*New York

ABSTRACT

The College Bound Program was initiated with the summer session of 1967 as a far-reaching attempt to help disadvantaged students complete high school and enter and succeed in college. A consortium of local colleges and universities agreed to admit successful program graduates and provide them financial aid. The program has remained essentially unchanged since it was begun. The objectives of the school year program are: to increase the number of pupils completing college preparatory requirements and being admitted to college; to improve the quality of academic work of pupils in the program; and to improve pupils' attitudes toward education, resulting in regular school and class attendance and punctuality. The objectives of the College Bound summer program are: to raise the ability levels of incoming students in English, mathematics, and foreign languages; to provide a transition between junior high school and high school; to provide motivation for learning; to improve study skills; to help resolve individual and home difficulties affecting learning; to add to cultural background; and to provide a transition between high school and college for a small number of specially identified College Bound graduates. The school year program is presently serving approximately 10,250 pupils, while the summer program serves approximately 2,000 College Bound students. (Author/JM)

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ED 068620

Model Programs

DHEW Publication No. (OE) 72-85

Compensatory Education

College Bound Program
New York, N.Y.

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Elliot L. Richardson, *Secretary*
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S. P. Marland, Jr., *Commissioner of Education*

Superintendent of Documents Catalog No. HE 5.237:37086
U.S. Government Printing Office
Washington: 1972

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402—Price 15 cents
Stock Number 1780-0954

FOREWORD

This is the third in NCEC's *Model Programs* series, whose purpose is to inform educators about successful ongoing programs and to provide them with sufficient information to decide if locally modified replications would be desirable. Included in this series are descriptions of 15 "successful" compensatory education programs for disadvantaged children currently operating in the Nation's schools.

Under contract to the Office of Education, the American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif., identified—through a literature search and nominations by local, State, and national educational agencies—over 400 candidate programs in this area. Of this number only 17 met the stringent criteria for success established by AIR in conjunction with OE. It should be noted that most of the programs rejected during the study were not rejected because they were demonstrated failures but rather because their evaluation methodology was so inadequate that a conclusion about success or failure could not be drawn.

Short descriptions of each program in the series have been prepared, covering such topics as context and objectives, personnel, methodology, inservice training, parent involvement, materials and equipment, facilities, schedule, evaluation data, budget, and sources for further information.

Six of the programs in this series were formerly written up in the *It Works* series published by OE in 1969. These six continue to operate successfully, as evidenced by the evaluation data; and since the *It Works* booklets are out of print, the program descriptions have been updated and included in this *Model Programs* series.

Two other programs—Programed Tutorial Reading Project, Indianapolis, Ind., and Summer Junior High Schools, New York, N.Y.—identified as exemplary compensatory education programs were included in the former *Model Programs* series on reading. Since these program descriptions are still available from the U.S. Government Printing Office, they were not republished for this series.

Two previous *Model Programs* series have been issued—on reading (10 programs) and childhood education (33 programs). Booklets on these programs are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 for 15 to 25 cents each.

College Bound Program
New York, N.Y.

Overview

The College Bound Program was initiated with the summer session of 1967 as a far-reaching attempt to help disadvantaged students complete high school and enter and succeed in college. A consortium of local colleges and universities agreed to admit successful program graduates and provide them financial aid.

The program has remained essentially unchanged since it was begun. Well-designed and executed evaluations have been made of the four summer sessions through 1970 and of the school year programs through 1969–70. With but few exceptions cognitive achievement gains made from pretest to posttest have been both statistically and educationally significant for the summer sessions but not for the regular school year College Bound Program.

The school year program is presently serving approximately 10,250 ninth- and 10th-grade pupils in 31 high schools. The pupils in the program are from the poverty areas of New York City. The ethnic breakdown is approximately 50 percent black, 30 percent Puerto Rican, 18 percent white and 2 percent Oriental. In addition to the school year program, College Bound conducts a 7-week summer program which is located in eight centers and serves approximately 2,000 College Bound students.

Note.—This is an update of the *It Works* series publication, "College Bound Program, New York, N.Y.," published by the Office of Education in 1969.

Description

Objectives

The objectives of the school year program are:

- To increase the number of pupils completing college preparatory requirements and being admitted to college.
- To improve the quality of academic work of pupils in the program.
- To improve pupils' attitudes toward education resulting in regular school and class attendance and punctuality.

The objectives of the College Bound summer program are:

- To raise the ability levels of incoming students in English, mathematics, and foreign languages.
- To provide a transition between junior high school and high school.
- To provide motivation for learning.
- To improve study skills.
- To help resolve individual problems affecting learning.
- To reduce home difficulties affecting learning.
- To add to cultural background.
- To provide an opportunity for current College Bound students to receive individualized assistance in mathematics and foreign languages.
- To provide a transition between high school and college for a small number of specially identified College Bound graduates.

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Methodology

The major thrust of the College Bound Program is to intensify and individualize instruction, primarily in English and mathematics. This theme is carried through in both the regular school year program and the summer sessions which are primarily attended by junior high school graduates the summer before they enter high school.

During the 1970 summer session, the school day was 4½ hours (expanded from a 3- to 4-hour day the previous 3 years). The sessions ran 5 days per week for 7 weeks. Formal group instruction was provided to classes of no more than 20 students and was limited to English and mathematics (as it was in earlier years). Time was allotted for use of the library and development of library skills. Individual counseling was also an intrinsic part of the program.

During the regular school year, a standard curriculum is followed except that class size for academic subjects is limited to from 15 to 20 students and two class periods each day are devoted to English. Pupils are grouped homogeneously according to ability level in each subject and are moved from group to group as required to maintain homogeneity. Special counseling, both group and individual, is employed extensively and is at least partially oriented toward encouraging students to develop higher academic aspirations and plans for achieving them. Cultural enrichment activities have also constituted an important component of the College Bound Program since its inception.

An effort is made to capitalize on reduced class size, through tailoring assignments to the perceived abilities of the individual students, and through an informal class discussion approach in which the teacher is less of a central figure than is usual in larger classes. There is a similar effort to utilize the double English period by such techniques as having students write a paper, receive teacher comments, and rewrite the paper, all in the same day.

It is anticipated that some students will drop from or enter the program in the upper years, and that some students may elect the option of taking 5 years to complete the program satisfactorily. Students will be expected to obtain an academic diploma and pass the New York State Regents' examination. The program is aimed at raising achievement, not lowering standards.

Each school plans its own cultural enrichment program. Trips include museums, planetaria, libraries, the Shakespeare Festival in Connecticut, and the colonial village of Sturbridge, Mass., among others. Concerts, ballet, theater, quality films, and lectures on African and Hispanic culture are also on the agenda. Such events are preceded with briefings and discussions; many are scheduled for weekends and evenings to minimize interference with schoolwork.

The program of the summer session is similar to that of the school year, except that classes are held for only 4½ hours per day, and only in mathematics and English. The programs of cultural enrichment, counseling, and family assistance are pursued just as in the school year.

Representatives of the college consortium help arrange for tutoring by college students, arrange campus tours and speakers, and begin to evaluate student records in preparation for ultimate college placement.

Personnel

Following are the number and types of personnel currently working in the school year program: a coordinator and two assistant coordinators in the central office, 31 coordinators in the schools, 444 teachers, 97 guidance counselors, 112 family assistants, 100 student tutors, and a director and three assistants in the College Placement Division.

These staff members perform the following duties:

Coordinator—The coordinator is in charge of policy, budget, and general administration of the program.

Assistant coordinators—These persons have general administrative duties involving daily contact with program personnel in the schools and day-to-day implementation of the program.

Coordinators in the schools—These staff members administer the programs in the various schools during the school year. They meet regularly to exchange ideas and experiences.

Teachers—During the school year the teachers conduct classes in English, mathematics, science, social science, and foreign languages. During the summer session, they teach only English and mathematics.

Guidance counselors—These persons counsel program students throughout high school, providing both individual counseling and small-group guidance sessions weekly or biweekly. They work with the director of the College Placement Division in providing information on college admission and placement.

Family assistants.—The ethnic background of these staff members is similar to that of the students served. They act as liaison between home and school, explaining the program to the parents. They also assist students and their families to obtain necessary medical and social services.

Student tutors.—One or two college student aides assist in each program classroom, taking care of routine duties and providing individual tutoring.

Director and assistants in the College Placement Division.—These staff members, supplied through the cooperating colleges and universities, provide program students with information on college admission and financial aid for those admitted.

The summer program staff includes a coordinator, seven field supervisors, eight teachers-in-charge, eight guidance counselors, 112 teachers, 120 high school graduates or college students serving as educational assistants, 29 family assistants, eight school aides, and secretarial or clerical staff. These staff members perform duties similar to those outlined above.

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Evaluation

Cognitive achievement benefits have been assessed separately for summer and regular school year sessions each year the program has been in operation. The Stanford Achievement Test was used for all four summer sessions; and grade-equivalent gains were calculated for Arithmetic Computation, Arithmetic Concepts, Arithmetic Applications, and Paragraph Meaning. Gains were greatest on Arithmetic Computation, ranging from 9 months in 1969 to 13 months in 1970.

Arithmetic Concept gains were highly consistent, being 7 months in 1967 and 6 months the remaining 3 years. Arithmetic Applications showed a 1-month decrement in 1969 (which was generally the least successful summer session) but exceeded the 1- to 2-month norm group expectation the other 3 years. Paragraph Meaning gains slightly exceeded expectations during the first 2 years of the program (3 and 4 months respectively) but were at or somewhat below expectations in 1969 and 1970 (1 and 2 months respectively).

Results on the New York State Regents' examination in mathematics, which was administered as a posttest, were also indicative of the success of the program. While difficult to interpret in the absence of grade-equivalent or gain scores, nearly half of the students passed at the ninth-, 10th-, or 11th-grade level. Perhaps most interesting is the fact that an average correlation—0.57 was found between students' scores on the Regents' examination and the number of days they were absent from the program (computed by pooling the correlations reported for eight individual schools).

Cognitive achievement benefits attributable to the regular school year program were assessed by comparing the scores of College Bound students against those of appropriate control groups on the Metropolitan Achievement Test and the New York Regents' examination. Both experimental and control groups entering the program as ninth or 10th graders in 1967 were initially tested in the middle of the 1967–68 school year with the Reading and the Mathematical Computation and Concepts subtests. The same groups were tested with alternate forms of the same subtests at the end of the 1968–69 school year and with the originally used forms at the end of the 1969–70 school year. Since differences were found between

the experimental and control groups on the pretests, analysis of covariance procedures were used to adjust posttest scores.

Both ninth- and 10th-grade 1967 entrants to the College Bound Program significantly outperformed their control group counterparts in terms of adjusted posttest scores on the Mathematical Concepts and Computation subtests administered in spring 1970. No difference between groups was found, however, in reading. The only difference between experimental and control groups entering the program in 1968 was for the entering 10th graders on the mathematical subtest. The ninth-grade experimental and control groups did not differ on this subtest nor did either ninth- or 10th-grade program students differ from controls in Reading Achievement.

None of the program groups, regardless of year of entry or grade level, outscored their control-group counterparts on any of the Regents examinations. At all grade levels, mean performance on these tests was found to be below the passing level.

In summary, on the basis of evaluation data covering four College Bound Program summer sessions it can be concluded that the program is successful in producing both statistically and educationally significant benefits of cognitive achievement. Data covering two groups of regular school year participants showed only a few statistically significant differences between program students and controls. The regular school year program could not be considered successful in terms of cognitive achievement, although there was some indication that it may have had a beneficial effect on school attendance.

Sources for Further Information

Further details on the College Bound Program may be obtained from:

Miss Eleanor Edelstein, Assistant Director
College Bound Program
Board of Education
141 Livingston Street
Brooklyn, N.Y. 11201
(212-624-2725)

References

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U.S. GOVERNMENT PRINTING OFFICE :1972 O—459-050

MODEL PROGRAMS—Compensatory Education Series

Fifteen promising compensatory education programs for the disadvantaged are included in this series. Following is a list of the programs and their locations:

College Bound Program, New York, N.Y.

Diagnostic Reading Clinic, Cleveland, Ohio

The Fernald School Remediation of Learning Disorders Program, Los Angeles, Calif.

Higher Horizons 100, Hartford, Conn.

The Juan Morel Campos Bilingual Center, Chicago, Ill.

Learning To Learn Program, Jacksonville, Fla.

More Effective Schools Program, New York, N.Y.

Mother-Child Home Program, Freeport, N.Y.

Preschool Program, Fresno, Calif.

Project Conquest, East St. Louis, Ill.

Project Early Push, Buffalo, N.Y.

Project MARS, Leominster, Mass.

Project R-3, San Jose, Calif.

PS 115 Alpha One Reading Program, New York, N.Y.

Remedial Reading Laboratories, El Paso, Texas

Two programs also identified for this series were described in the *Model Programs—Reading* series: Programed Tutorial Reading Project, Indianapolis, Indiana, and Summer Junior High Schools, New York, N.Y. Since these program descriptions are still current and available from the Superintendent of Documents, U.S. Government Printing Office, they were not rewritten for this series.

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PUBLIC DOCUMENTS DEPARTMENT
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DHEW Publication No. (OE) 72-85